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a program of the American Council on Education

Higher Education and the Handicapped Resource Center—national clearinghouse on postsecondary education for disabled people • One Dupont Circle, N.W., Washington, D.C. 202/833-4707 (Voice/TDD)

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LEARNING DISABLED ADULTS IN POSTSECONDARY EDUCATION

Increasing numbers of students with learning disabilities are attending American colleges and universities. The American Council on Education reports in The American Freshman: National Norms for Fall 1983 that of the 6.9% of the total freshmen population who report having a disability, 10% report having a learning disability. Since such statistics were first measured in 1978, the percent of learning disabled students has steadily increased.

Several factors are responsible for the increased participation of learning disabled people in postsecondary education: improved identification of children who are learning disabled, provision of appropriate special education in elementary and secondary schools, the "coming of age" of those who were provided an education with necessary support services, and the growing awareness in postsecondary institutions that providing necessary support services for such students may allow them to succeed in college, technical school, and beyond.

Federal and state legislation provided a great impetus to the identification and appropriate education for disabled children, including those with learning disabilities. The Education of All Handicapped Children Act of 1975 mandated that all children be provided an appropriate free education and authorized money to the states for that purpose. The regulations clarifying Section 504 of the Rehabilitation Act of 1973 were issued in 1977. Section 504 prohibits recipients of federal funds (most public and private postsecondary institutions) from discriminating because of handicap and the Regulations specify in detail how recipients must comply with the law. The January 19, 1981 regulations to implement the Rehabilitation Act of 1973, as amended, include within the definition of *severely handicapped individual* those individuals who have a specific learning disability, thus allowing such persons to be eligible for VR services, when there is evidence of serious functional limitation and a need for multiple Vocational Rehabilitation services over an extended period of time.

Improved identification, appropriate special support services, and greater awareness of the problems and successes of learning disabled students have made learning disability the handicap about which most inquiries are made to the HEATH Resource Center. This paper has been developed to answer many of these questions. Learning disabled students, their parents and advocates may find the information which follows useful in planning ahead for education after high school. Administrators, instructors, and support staff at both secondary and postsecondary institutions may learn about ways to initiate and/or improve services to learning disabled students. Vocational Rehabilitation counselors may become aware of the many possibilities which are now available to their learning disabled clients and may be able to utilize the resources included at the end of this fact sheet.

The handicap of learning disability is described and a brief check list presented for those unfamiliar with the condition. A discussion of options after high school leads to the heart of this paper—what is available for learning disabled students in colleges and universities. While the entire paper is directed to all of the groups mentioned above, the main section, **Locating the Appropriate School,** *is directed to the student. Annotated information about standardized testing, recorded texts, and selected resources conclude the paper.*

LEARNING DISABILITY—THE HANDICAP

Learning disability, LD, is a hidden handicap. Unlike the person who uses sign language or walks with crutches the learning disabled person shows no visible characteristics of the disability. The casual observer does not realize that difficulty in processing information causes the person to cope differently from others in learning and living situations. Dale Brown, in Steps to Independence for People with Learning Disabilities, writes the following:

"Learning disabled adults receive inaccurate information through their senses and/or have trouble processing that information. Like static on the radio or a bad TV picture, the information becomes garbled as it travels from the eye, ear, or skin to the brain. . . . In general, [learning disabled adults] are capable of learning and performing at their age level, but their learning is affected by the problems they have with perception. They tend to have unique ways of gathering information from the world around them."

The difficulty in processing information may also influence the person's performance. One who can think logically and clearly nonetheless may be physically unable to write out a simple paragraph. In fact, one of the handicaps associated with learning disabilities is inconsistency of performance. A perfectly articulate, informed, charming person may be unable to read a set of instructions. One who can organize a complicated set of arrangements on the telephone in order to achieve a desired goal,

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may become hopelessly confused in a chattering classroom, supermarket, or metropolitan transit system. LD individuals who have had difficulty interpreting facial expressions, tone of voice and other body-language, may not have learned appropriate skills to manage many of life's social situations.

By adulthood many of the psychosocial aspects of the disability may have begun to take their toll and may be equal in importance to the problems educators had focused on in a person's early years in school. Repeated failure to achieve success in school and with friends may have led to low self esteem. Inability to sustain interpersonal relationships may have led to social isolation and/or poor judgment in selecting friends. Stresses of covering up the disability may divert energies better spent in searching for and using learning styles. Therefore, feelings of anxiety, inadequacy, and frustration are not uncommon among LD adults. Frequently people whose learning disability is not diagnosed until adulthood are relieved to find that their frustrations have a name and that there are ways to deal with them.

Most professionals agree that learning disability refers to perceptual handicaps present at birth or from early childhood due to causes other than impairment of vision, hearing, mobility, mental retardation, emotional disturbance, or environmental disadvantage. A learning disabled person is not retarded. LD adults have normal or above normal intelligence, a factor which helps many devise extraordinary coping mechanisms to hide or overcome the disability.

Learning Disability—A Checklist

Educational psychologists, psychological diagnosticians, and neurologists are usually consulted to assess the degree of disability and to determine strengths and learning styles for future development. Informed observation, however, may assist friends, parents, counselors, and teachers to suggest and encourage professional assessment. Professionals indicate that a learning disabled person may exhibit several or many of the behaviors listed below.

- ☐ Demonstrates marked difficulty in reading, writing, spelling and/or using numerical concepts in contrast with average to superior skills in other areas.
- ☐ Has poorly formed handwriting—may print instead of using script; writes with inconsistant slant; have difficulty with certain letters; space words unevenly.
- ☐ Has trouble listening to a lecture and taking notes at the same time.
- ☐ Is easily distracted by background noise or visual stimulation; difficulty in paying attention; may appear to be hurried and anxious in one-to-one meetings.
- ☐ Has trouble understanding or following directions; is easily overwhelmed by a multiplicity of directions or over stimulation; may not understand information the first time it is given and may need to have it repeated.
- ☐ Confuses similar letters such a b and d, or p and q; confuses the order of letters in words reading was for saw, tab for bat; may misspell the same word several different ways in the same composition.
- ☐ Omits or adds words, particularly when reading aloud.
- ☐ Confuses similar numbers such as 3 and 8, or 6 and 9, or changes the sequence of numbers such as 14 and 41; has difficulty copying numbers accurately and working with numbers in columns.
- ☐ Exhibits severe difficulty in sticking to simple schedules; repeatedly forgets things, loses possessions, and generally seems "personally disorganized."
- ☐ Appears clumsy or poorly coordinated.
- ☐ Seems disorganized in space—confuses up and down, right and left; gets lost in buildings; is disoriented when familiar environment is rearranged.
- ☐ Seems disoriented in time—is often late to class, unusually early for appointments, unable to finish assignments in the standard time period, or rushes to complete them not using all the time allotted.
- ☐ Displays excessive anxiety, anger or depression because of the difficulty in coping with school or social situations.
- ☐ Misinterprets the subtleties in language, tone of voice, or social situations.

[Checklist adapted from GWU (George Washington University) Access, Spring 1983.]

OPTIONS FOR EDUCATION AFTER HIGH SCHOOL

All students—not just those with disabilities—need to evaluate carefully all the options available to them after they finish high school. Some things to consider are academic qualifications, academic or vocational goals, financial resources, and personal interests. The educational alternatives available after high school include four-year colleges and universities, junior and community colleges, vocational or technical schools, home study and adult education. (For descriptions of each of these types of programs, write for the free HEATH fact sheet, Education Beyond High School—the Choice is Yours!) All educational programs can be adapted for students with specific learning disabilities. In order to assess strengths accurately, all students—and especially those with learning disabilities—should explore interests, hobbies, and recreational activities. LD students who may frequently meet failure in academic work may find success in other areas. For some, careers in technical or scientific fields which require less verbal skills than other areas may be appropriate choices. Consult two other HEATH fact sheets, Strategies for Advising Disabled Students and Access to the Science Laboratory and Classroom. If a vocational program is your preference, you might find suggestions in another HEATH fact sheet Education for Employment helpful. A number of young adults are using the resources of a center for independent living as they explore future options (see ILRU listed in Selected Organizations). The rest of this paper will deal with learning disabled students who decide to go on to universities and two- or four-year colleges.

FOCUS ON HIGHER EDUCATION

Types of Programs for LD Students

American colleges and universities provide a variety of options for students with learning disabilities. Those that include LD students in

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ABSTRACT

The paper examines postsecondary options for learning disabled (LD) adults. LD is defined and typical characteristics that an LD person may exhibit are specified, including poorly formed handwriting, difficulty in following directions, and the appearance of clumsiness. The remainder of the paper focuses on universities and 2- or 4-year colleges for LD students. The nature of programs for this population is discussed (pre-college program, LD program, and regular campus program). Ways to help LD students select appropriate schools are described, including directories and special convention meetings. Suggested questions to ask college personnel are offered, and students are advised to plan ahead. Additional aspects addressed include social concerns, standardized testing, recorded texts, and selected organizations and self help groups. A bibliography of eight sources concludes the paper along with a list of postsecondary exhibitors for a 1983 convention and information on their respective programs. (CL)

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their population generally fall into one of three categories:

Pre-College Year or Semester—The Prep program is usually on a college campus, but may also be in a secondary setting. Emphasis is on diagnosing strengths and individual learning styles, thus, study skills and organization are taught. There is usually a large component of individualized counseling leading to choice of and of application to college. Prep programs are generally very small so that class size of 3 to 6 students is not unusual. They often include psychotherapeutic services (fee for which may be covered by medical insurance). Tuition/room and board may reflect all of these elements.

LD Program in College or University—Often there is a separate admission to the LD Program. A strong emphasis is placed on individual counseling, academic advising, and identifying personal and educational strengths. An LD specialist usually coordinates the program or is on staff. Diagnostic evaluation may be part of the program. Students usually take some regular classes in the college—for college credit. Frequently one or two non-credit course specifically designed to enhance skills are part of the program. The social skills are often addressed in the form of peer counseling and structured opportunities for social interaction. The goal of the LD program is to teach LD students how to manage their disability, and provide the necessary support services so that the student ultimately can function in the regular campus program, earn a degree, and handle life situations. Because of the individualized nature of the LD programs, there is often a fee in addition to the regular tuition.

Regular Campus Program—Many colleges and universities admit LD students under their regular admissions process which may be either by "open enrollment" or a selective procedure. Nearly all American campuses have some sort of support services and/or tutoring available to all students. While there is no special program for LD students, those who need adaptations, auxiliary aids, or tutoring may register with the Disabled Student Services office or the Dean of Students where appropriate modifications can be arranged. For instance, instructors might agree to have their lectures taped by the student, or give untimed exams in a quiet room so the student can tape the exam answers. Students who succeed in this regular setting are those who are used to managing their disability, fairly assertive about their needs, and who are strongly motivated to succeed.

Verification of LD and Types of Accommodations

In a postsecondary program where a learning disabled student needs and expects to receive/use adaptations, verification of the disability is usually required. On many campuses there is an office or a delegated official who is responsible for services to disabled students. The Special Services Office or Disabled Students Office or Enablers—all various names for such offices—(or, if no special office exists, contact the Dean of Students) usually requires a student to register for services. At that time a student may present documentation which verifies that he/she has a disability. Diagnostic testing and assessment by a neurologist, educational counselor, or other professional are usually sufficient. Registration is voluntary, but services are usually provided only to those registered.

Once registered, the student and the designated campus official can determine what adaptations and special arrangements may be necessary and available. The Special Services Office usually arranges for the services, and can frequently intervene for a student with faculty who may be resistant to accepting classroom changes. Support services which are usually available on any campus which admits LD students include the following:

advising, readers, study carrel in library, letters/meeting with instructor, scribes, tape recorders in library, notetaker, lab assistance, study skills consultation, tape-recorded texts, exam time extension, referral

Generally those support services which provide access to the program are available at no cost to the students. The services listed above, therefore, are usually free to the student. Services, aides, and devices which are of a personal nature—for personal use and study—such as individualized LD tutorial, extensive counseling by LD specialist, diagnostic/prescriptive testing—are often provided on a fee basis.

LOCATING THE APPROPRIATE SCHOOL—A GUIDE FOR STUDENTS

Selecting the appropriate college or university from among the thousands of choices in the United States is an overwhelming task for most people. Various criteria must be used to narrow the possibilities. Such considerations as location, distance from home, cost, campus setting, as well as academic preparation, competitiveness, and average admissions testing scores all can serve to narrow the possibilities. For students with learning disabilities, the choice can be narrowed further by determining what general type of program is suitable at the time (Prep, LD, or Regular, see above), and then searching for those in the location, with good program in major field of interest, in affordable cost range, etc., determined beforehand.

Directories

HEATH Resource Center staff members are frequently asked if there is a "list" of schools which serve learning disabled students. The staff is hesitant to endorse a list which would imply that only schools on the list serve disabled students. After reading the information provided above, however, students and advisors may find a listing of schools a suitable starting point for an investigation into available options. Existing programs can also serve as a resource for other campuses. Readers should be aware that the time consuming process of preparing a directory often results in publishing some outdated material. With these cautions stated, the HEATH Resource Center lists the following directories and their sources. Before purchasing any of these directories, be sure to check your local public library or high school guidance office.

Colleges/Universities That Accept Students with Learning Disabilities(1982), available for $2.00 prepaid from Association for Children and

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Adults with Learning Disabilities, 4156 Library Road, Pittsburgh, PA 15234. (412) 341-1515. Institutions are listed by state. 20 pp.

Directory of College Facilities and Services for the Handicapped (1983) contains information about special facilities and services, physical terrain, auxiliary aids, numbers of students, degrees and contact persons at over 2,000 colleges and universities. Available in public libraries or from Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004, for $80.00.

Guide to Programs for Learning Disabled Students(Revised 1983) is available for $5.00 from National Association of College Admissions Counselors, 9933 Lawler Avenue, Suite 500, Skokie, IL 60077. Twenty-one institutions which provide a comprehensive LD program are described and organized by geographic region. 24 pp.

A Guide to Postsecondary Educational Opportunities for the Learning Disabled (1981) is available for $12.00 from Time Out to Enjoy, 113 Garfield Street, Oak Park, IL 60304. Institutions are described in detail and organized into the following groups: LD Programs, LD specialist and lab, case by case. 183 pp.

A National Directory of Four Year Colleges, Two Year Colleges and Post High School Training Programs for Young People with Learning Disabilities. Fifth Edition (1983) is available for $15.95 + $1.00 postage from Partners in Publishing, Box 50347, Tulsa, OK 74150. (918) 584-5906. Institutions are described and organized by state. Note that non-collegiate programs are included. 93 pp.

ACLD Postsecondary Night Exhibitors—1983

Association of Adults and Children with Learning Disabilities held their second annual Postsecondary Night in conjunction with the International ACLD Conference in Washington, D.C. in February. The Nation's Capital Area Disabled Student Services Coalition and ACLD co-sponsored the event which brought over 40 programs to exhibit to several thousand participants. ACLD and the Coalition believe that institutions which sent representatives to the Conference were reaching out to the LD population and should be given serious consideration by any prospective student. The Coalition surveyed the exhibitors and developed the chart at the end of this paper. Reviewing the Chart of Exhibitors together with one of the Directories listed above, and assessing the students' strengths and interests should point the way to determining a set of schools to investigate.

Questions to Ask

As you sort through brochures you have sent for from the schools in which you might have an interest, you may list those which seem most like YOU and plan to visit the campus. A productive visit will be one which you have arranged in advance by requesting an appointment to talk with either the Dean of Admissions or the Disabled Student Services Officer, or LD Program Director. Planning such an interview may allow the school time to arrange for you to sleep in a dorm for the night and attend a class or two so that you can get a "feel" for the campus. You may also want to talk to a learning disabled student taking courses there. Once you meet with a campus administrator, you may want to ask some questions—if they have not already been answered in informal talks. Listed below are some questions LD students frequently ask. If you visit several schools, you may want to compare the answers given by each.

- What are the requirements for admission?
- How many LD students are on campus? What year are they in? Are they full time, part time, residents, commuters, traditional age, or older? Men? Women? Can you introduce me to one of those students?
- What are the goals and objectives of the program?
- What services are provided? Is there a charge for them? How does one obtain such services?
- What specialized training in learning disabilities do the service providers have?
- Is tutoring and/or counseling provided on a one-to-one basis or in a group? If in a group, how large is it? How frequently and intensively is it available?
- What supervision is provided for non-certified instructors or tutors?
- How is the duration of services determined? Is it usually one semester? One year? Two—or longer?
- Who will be my academic advisor and what training does this individual have in learning disabilities?
- Do LD students take regular college courses? For credit?
- Are any courses unavailable to LD students?
- What modifications have faculty or administrators been willing to make for LD students on this campus?
- Are there courses required of LD students? If so, do they carry college credit and does the credit count toward graduation?
- How many LD students have graduated from this college? In what fields? What have they done since graduation?

[This list is adapted from one prepared by Dr. Susan A. Vogel, Barat College, IL]

Plan Ahead

Once you have selected your school and have been admitted and enrolled, it is time to think of your own individual needs for which you must plan ahead. Perhaps a few days of walking around the campus before others arrive would help in getting settled. Or, if you are planning to request textbooks on tape, be aware that it could take some time (perhaps even up to 4 months) to get them, and you need to contact instructors well ahead of time for a list of required books for each course. You may also need help from a study skills teacher on how to use taped materials effectively and what to listen for.

If you plan to ask another student for copies of his/her notes, you might need your instructor to help you find a volunteer, and time to find special non-carbon copy paper. Or, if you would like to get permission to tape record class lectures, the Director of Special Services might help you with that. This person may have other ideas for you as well.

The important part of these suggestions is that making arrangements is *your* job, especially in a mainstreamed setting, and you will need plenty of time to have them work out to your advantage.

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Social Concerns

Up to now this paper has concentrated on classroom learning. But learning and living outside the classroom is important too. Some of the ideas that learning disabled students themselves have found helpful in managing out-of-classroom activities in mainstreamed college life follow:

- Find out how the campus *bookstore* works. The school book-store is a busy, confusing place especially at the beginning of each semester. Some people go early, before other students arrive on campus, learn the layout and procedures. Others ask a friend to go with them or request an escort from the Special Services Office. Some students make a list of what they need in order of the book-store layout they have learned from a previous visit. It also helps to find out what is required for payment. Does the book-store accept checks or only cash? Do you have to bring a student I.D. card or some other identification in order to have checks approved?
- Investigate how to get a *parking* place, if you have a car. Can you get parking permits ahead of time? Do you need cash or a student I.D. or anything else to get it?
- Keep a list of important *phone numbers* in your wallet or somewhere always available: the dorm resident or a friend in the dorm who could let you in if you forget your key; campus security who could also help if you are locked out of the dorm or of your car; professors you need to call if, for instance, an assignment is going to be late; the Coordinator of Special Services who can help with academic problems. Some students have said such a list gives them a feeling of confidence—they are prepared to handle any crises!
- Keep a *calendar* with enough space to write down appointments. A semester calendar which incorporates the assignments and exam dates from each class syllabus is also a good idea.
- Minimize cost confusion in the *cafeteria*. Some students sign up for the meal plan, where one pays at the beginning of the semester for a given number of meals and then simply shows a meal plan card instead of paying cash for each individual meal. Others select the fixed price meal, where a student chooses from among limited items and does not have to keep track of the cost.
- Simplify terminology. *Sports* is an area that can be satisfying. If you have trouble with rules or with terminology, talk about it with the coach or teammates. Together you might develop different clues that work better for you. For example, "pass the ball to Jim" might make more sense to you than "lateral off to the left tight end." The same is true of *technical language* in other areas, whether chemistry, math or government. Everyone is meeting new terms in college level courses, and the important thing is to find easier ways of describing those words or concepts that pose difficulties to you.
- Write down *directions* to parties or meetings or go over them orally, according to your preferred learning style. Write down the time and place of the next meeting.
- Schedule regular exercise or recreational activities. *Leisure time activities* are an important stress release. All work and no play doesn't work.

Students with specific learning disabilities—exactly because their special needs are not obvious to others they are in contact with—will be helped as the college communities become sensitized to learning disabilities in a positive way. Schools that educate many students with learning disabilities have done some of the following things:

- In-service programs for faculty and staff to discuss what learning disabilities are and special strategies for teaching students with LD.
- Awareness days for the student body to help others understand about disabilities including LD and learn to accept the individual differences of peers.

STANDARDIZED TESTING

High School Equivalency Testing for Students with Special Needs

Persons with learning disabilities who wish to take the high school equivalency exam can obtain special accommodations and editions of the exam through the GED (General Educational Development) Testing Service. The Chief Examiner must be provided with professional verification of the disability. Special editions include braille, large print and audio cassettes. Special accommodations include additional time, quiet surroundings, low-glare lighting, etc. The fact that the test was taken under special conditions generally will not be included on the student's record. For more complete information, contact the State Department of Education in your state.

College Testing Services for Students With Special Needs

Persons with learning disabilities may obtain, if necessary, special accommodations and/or editions of either of the two most commonly used admissions/placement tests—the Scholastic Aptitude Test (SAT) provided by the Admissions Testing Program of the College Board and the American College Testing (ACT) Assessment. Extended time, cassettes, readers, large type, and marking assistance are among the special arrangements permitted. These requests should be made well in advance of the exam date. The details of what is involved in special testing varies between the two testing services. Of particular importance is whether or not the fact that the test is taken under nonstandard conditions is noted on the student's records. The SAT notes any test taken under nonstandard conditions. The ACT makes no reference to special testing unless extended time was used. Students, parents, and counselors may want to talk this over and decide whether or not the disability warrants special testing. For some students it may be worth the investment to take the test both ways. For complete details about special testing and other tests provided by the two testing services, contact:

ATP: Services for Handicapped Students
CN6002
Princeton, New Jersey 08541
(609) 734-3867

The ACT Assessment—"Special Testing Guide" Test Administration
P.O. Box 168
Iowa City, Iowa 52243
(319) 337-1332

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RECORDED TEXTS

Recording for the Blind (RFB) provides taped educational books for disabled individuals who qualify. Disability must be certified by a specialist as defined by RFB. If applicant is accepted, RFB materials and services are provided free. For additional information and application form, contact Recording for the Blind, Inc., 20 Rossel Road, Princeton, NJ 08540, (609) 452-0606.

"Talking Books" from the Library of Congress, National Library Service for the Blind and Physically Handicapped may be available for a learning disabled person. Medical certification stating that the person cannot read due to an organic disfunction, is necessary. For application, contact Library of Congress, National Library Service for the Blind and Physically Handicapped (NLS), 1291 Taylor Street, N.W. Washington, D.C. 20542, (202) 287-5100. A directory of volunteer groups who produce reading materials in tape-recorded, large print, or braille form is available at no cost from the NLS.

SELECTED ORGANIZATIONS AND SELF HELP GROUPS

Association for Children and Adults with Learning Disabilities (ACLD), 4156 Library Road, Pittsburgh, PA 15234. (412) 341-1515, Joan Peterson, Executive Director.

Membership organization of professionals and parents devoted to advancing the education and well being of children and adults with learning disabilities. Publication list includes numerous documents devoted to defining and finding solutions for the broad spectrum of learning problems. ACLD Newsbriefs is published 6 times per year. The international conference, held annually, has featured a growing number of sessions related to postsecondary education of LD adults and, for the past two years, a Postsecondary Night at which panelists spoke and colleges and universities exhibited and shared information. Contact the above address for future conference sites.

Association of Learning Disabled Adults, PO Box 9722, Friendship Station, Washington, DC 20016.

Serves as a model self-help group and provides technical assistance to those who wish to organize self-help groups.

Closer Look LD TEENLINE

The Closer Look LD Teenline—(800) 522-3458—answers questions from learning disabled teenagers, their parents, and professionals who work with them about school placement, vocational/technical education, postsecondary choices, family and social problems, career planning, and other concerns. Campus Access for Learning Disabled Adults, a comprehensive handbook on making appropriate accomodations for LD students in postsecondary education, will be available in Spring, 1985. For details, write to Closer Look, Parents' Campaign for Handicapped Children and Youth, 1201 16th Street, NW, Washington, DC 20036.

Independent Living Research Utilization Project (ILRU), P.O. Box 20086 Houston, Texas 77225 (713) 797-0200.

Often gives technical assistance to groups interested in starting an independent living center, and also publishes a state-by-state "Registry of Independent Living Programs" across the country.

Marin Puzzle People, Inc., 1368 Lincoln Avenue, Suite 105, San Rafael, California 94901. (415) 453-4006.

Organization of learning disabled adults in the San Francisco Bay area, offering social functions, minicourses, information and referral services. Its monthly newsletter is available to people within and outside California, costing $10/year (sample copy free). A booklet entitled "Socialization of Learning Disabled Adults—Why and How to Organize a Group" describes setting up local clubs and costs $3.00.

National Network of Learning Disabled Adults, 808 N. 82 Street, Suite F2, Scottsdale, AZ 85257. (602) 941-5112, Bill Butler, President.

An organization run by and for people who are learning disabled. A free newsletter and list of self-help groups is available.

Orton Dyslexia Society, 724 York Road, Towson, Maryland 21204. (301) 296-0232.

An international, scientific and educational association concerned specifically with the widespread problem of specific language disability of developmental dyslexia. Parents as well as professionals are members. There are chapters in many states each of which holds at least one public meeting or workshop per year. Publications of the Society include books, packets, and reprints helpful in understanding dyslexia.

Time Out to Enjoy, 715 Lake Street, Suite 100, Oak Park, IL 60301. Jane Johnston, National Coordinator, (312) 383-0017 can be called 7 days a week—messages are returned about once a day.

Time Out to Enjoy provides national resource referral for LD adults, public information on learning disability, and does outreach to LD adults. In addition to the Directory listed earlier in this paper the organization has available a newsletter, "Not for Children Only" (comes with membership $5.00 per year), and a tape "Yes, We Are Learning Disabled," by Dian Pidgeour and Ed Hanna ($5.00).

SELECTED BIBLIOGRAPHY

The College Student with a Learning Disability is a handbook for college and university admissions officers, faculty and administration by Susan A. Vogel, Ph.D. (Barat College, IL) and Joan L. Sattler, Ed.D. (Bradley University, IL) and published by the Illinois Council for Learning Disabilities in December 1981. The useful, clearly written 14 page booklet covers significant topics including the definition of learning disability, characteristics of LD adults, characteristics of a model comprehensive college LD program, modifications appropriate to higher education, and references. The booklet may be ordered by prepaying $2.50 to ACLD, 4156 Library Road, Pittsburgh, PA 15234.

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HELDS Project Series on Teaching Learning Disabled College Students is a set of 17 booklets written by University faculty containing techniques for teaching specific subject areas. Each booklet includes sections about the effect of the disability on learning, structuring the course and class hour, and teaching techniques. English, grammar, history, chemistry, logic, electricity, foreign language, behavioral and social sciences, and courtship and marriage are among the areas covered. Sets of the HELDS booklets have been distributed to 600 schools nationwide, but are still available for $21.50 per set from Educational Opportunities Program, Central Washington University, Ellensburg, WA 98926. (509) 963-2131.

Journal of Learning Disabilities contains articles on a variety of topics related to learning disabilities in people of all ages. The November 1982 issue focuses on postsecondary education, and includes highly recommended articles such as "On Developing Learning Disabilities College Programs" by Susan Vogel; "A Directory of College LD Services" by Barbara Cordoni; "A Language Skills Program for Secondary LD Students" by Bill Howe; and "Learning Disabled Programs in California Community Colleges" by Bruce Ostertag, Ronald Baker, Robert Howard, Laurel East. Contact the Journal of Learning Disabilities, Subscription Services, 5615 W. Cermak Road, Cicero, IL 60650.

"Rehabilitating the Learning Disabled Adult" and "Independent Living and Learning Disabilities", two articles reprinted from American Rehabilitation, are available free from Dale Brown, President's Committee on Employment of the Handicapped, Room 600, 1111 20th Street, NW, Washington, D.C. 20036. Include mailing label with your address if possible.

"Section 504: Help for the Learning Disabled College Student" by Joan Sedita is a discussion of Section 504 of the Vocational Rehabilitation Act Amendments of 1973 and its implications for college learning disabled students. Also discussed are admissions procedures, academic adjustments, auxiliary aids, etc. Available from: Landmark School, Prides Crossing, Massachusetts 01965. $1.00—inquire for bulk rates.

Specific Learning Disabilities: A Resource Manual for Vocational Rehabilitation presents material for rehabilitation counselors in advising clients with learning disabilities. The descriptions of the disability, of terminology and of diagnostic tests, as well as practical tips on finding support services and appropriate job training will be of interest to young people, their parents, teachers and counselors as well. Available for $12.50 from Vocational Rehabilitation Center, c/o SLD Manual, 1325 Forbes Avenue, Pittsburgh, Pennsylvania 15219.

Strengths and Weaknesses: College Students with Learning Disabilities is a 28-minute color film that focuses on four learning disabled students and four professionals working with them on adapting learning styles for academic success. The film's message is excellent for student, professional and general audiences. Available for purchase as film or video cassette ($420 or $340), rental ($50.00/week) or preview ($10.00) from Lawren Productions, P.C. Box 666, Mendocino, CA 95460. (707) 937-0538.

Their World (1984) is a magazine published once a year by the Foundation for Children with Learning Disabilities. The 128 pages of this beautiful issue contain upbeat and sensitive photographs, drawings, and articles written by parents, children and professionals about their experiences with learning disabilities. Available from FCLD. 99 Park Avenue, New York, NY 10016. No charge for individual copies.

POSTSECONDARY NIGHT EXHIBITORS—1983
Services for Learning Disabled Students

Institution and Contact Person	Tuition 1 yr. Full-time	# Identified L.D. Students	L.D. Admissions Policy
A.B.L.E. Adult Education Program Norwalk Board of Education 105 Main Street Norwalk, CT 06852 Dr. William Jessey Director of Adult Education (203) 847-0461	no fee for local residents	40	Primary handicap must be learning disability
Adelphi University Program for L.D. College Students, Eddy Hall-Lower Level Garden City, NY 11530 Dr. Fred Barbaro, Director (516) 663-1008	$5,400 plus about $1,000 LD program	70	Special admissions
American International College Curtis Blake Center 1000 State Street Spring field, MA 01109 Prof. Mary Saltus Supportive Services Program (413) 737-7000 x420	$3,190 all students	80	Special admissions considers standard information plus diagnostic report

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POSTSECONDARY NIGHT EXHIBITORS—1983

Services for Learning Disabled Students

(Continued)

Institution and Contact Person	Tuition 1 yr. Full-time	# Identified L.D. Students	L.D. Admissions Policy
Appalachian State University Learning Disability Study College of Learning and Human Development Boone, NC 28608 Arlene Lundquist, Coordinator (704) 262-2232	$2,522 in-state $4,310 out-of-state	30	Regular admissions
Arizona State University Disabled Student Services Tempe, AZ 85218 Ann Rispoli, Counselor for Learning Disabled Students (307) 965-1234	$355 semester $1,824 semester out-of-state	40	Special and regular admissions
Barat College Learning Opportunities Program Lake Forest, IL 60045 Dr. Susan Vogel (312) 234-3000 x331	$4,800 all students	30	Special admission through Learning Opportunities Program
Bowie State College Supportive Services for Disabled Students Bowie, MD 20715 Johanna Fisher (301) 464-3363	$1,280 in-state $2,300 out-of-state	3	Regular admissions
Catonsville Community College Counseling Center 800 S. Rolling Road Catonsville, MD 21228 Charlotte Lovelace Coordinator of Special Populations (301) 455-4304	$800 in-county $1,200 out-of-county $2,200 out-of-state	10	Open, but interview and assessment necessary for services
Center for Unique Learners Open Horizons 401 E. Jefferson Street Suites 201/202 Rockville, MD 20850 Eugene Chiaverini, Clinical Director (301) 424-6250 or 270-6048	$3,000 per semester (preparatory postsecondary experience)	12	Admission is based on needs of individual
Central Connecticut State University 1615 Stanley Street New Britain, CT 06050 George Tenney, Coordinator Special Student Services (203) 827-7475	$1,000 in-state $2,000 out-of-state	25	Separate program and admissions for L.D. students
Central Washington University HELDS Program/E.O.P. Ellensburg, WA 98926 Myrtle Clyde Snyder (509) 963-2131	$314 in-state $1,070 out-of-state	70+	Regular admissions plus special admissions through E.O.P.
College of the Ozarks The Ben D. Caudle Special Learning Center Clarksville, AR 72830 Dr. G. Emerson (501)754-3839	$3,660/ semester	60	Separate admissions

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POSTSECONDARY NIGHT EXHIBITORS—1983

Services for Learning Disabled Students
(Continued)

Institution and Contact Person	Tuition 1 yr. Full-time	# Identified L.D. Students	L.D. Admissions Policy
Community College of Denver Learning Development Center 1111 W. Colfax Denver, CO 80204 Zonia K. Loggins (303) 629-3406	$661 in-state $2,631 out-of-state	50-60	Open admissions
Curry College PAL Program Milton, MA 02186 Dr. Gertrude Webb (617) 333-0500 x 246	$5,750 plus PAL-$2,000	100	Special admissions for students in PAL-Program for Advancement in Learning
East Texas State University Mach III, Special Services Commerce, TX 75428 Dr. John R. Moss (214) 886-5892	$410 in-state $1,346 out-of-state	67	Special and regular admissions programs
George Washington University Services for Students with Disabilities Rice Hall, 4th Floor Washington, DC 20052 Linda Donnels, Director (202) 676-6250	$6,100 all students	22	Regular admissions
Landmark School College Preparation Program Prides Crossing, MA 01965 Joan Sedita, Director (617) 927-3913	$17,150 residential $8,500 commuter	–	Admission open only to L.D. students
Marist College Office of Special Services 82 North Road Poughkeepsie, NY 12601 Diane Pereira, Director (914) 471-3240 x 274	$4,430 all students	20	Special admissions
Metropolitan State College Learning Disabilities Program 1006 11th Street Denver, CO 80204 Eve C. Dyer, Director, Academic Improvement Center (303) 629-2536	$430 in-state $1,800 out-of state	55-60	Open admissions to College, evaluation/assessment of LD necessary for program
Miami-Dade Community College North Campus Disabled Students Services 11380 N.W. 27th Avenue Miami, FL 33167 Dianne Rossmen L.D. Program Coordinator (305) 685-4542	Per credit hour $19 in-state $43 out-of state	200-250	Open admissions
Montgomery College Learning Center Program Special Student Services Rockville, MD 20850 Lynne Harrison Martin, Coordinator (301) 279-5099	Per credit hour $29 county; $51 in-state; $60 out-of-state	150	Open admissions with special criteria for Learning Center

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POSTSECONDARY NIGHT EXHIBITORS—1983

Services for Learning Disabled Students
(Continued)

Institution and Contact Person	Tuition 1 yr. Full-time	# Identified L.D. Students	L.D. Admissions Policy
New York University Para-Educator Center for Young Adults One Washington Place New York, NY 10003 Miriam Lawin, Director (212) 598-3806	$6,600 all students	48	Separate admissions through Para-Educator Center
Public University Project Success Box 52 Nursing Education Building University of Wisconsin-Oshkosh Oshkosh, WI 54901 Robert T. Nash, Director (414) 424-1063	$1,024 in-state $3,359 out-of state	60	Separate admissions through Project Success
Santa Ana College Learning Disabilities Program 17th and Bristol Santa Ana, CA 92706 Cheryl Dunn-Hoenzi (714) 667-3062	Per credit hour no fee in-state $75 out-of-state	–	Open admissions
Schreiner College Learning Support Services Kerrville, TX 78028 Dr. Karen Cooley, Director (512) 896-5411 x299	$3,500 all students, may have additional expense for tutoring	50	Special admissions
Southern Illinois University Project Achieve Department of Special Education Pullman Hall, Room 122 Carbondale, IL 62901 Dr. Barbara Cordoni, Director (618) 453-2311	$406 semester in-state $1,215 semester out-of-state $2,200 yr. Project Achieve	60	Separate admission
Southwest State University Learning Resources Central Academic Building 109 Marshall, MN 56258 Marilyn Leach, Director (507) 537-6169	$4,180 in-state $5,300 out-of-state	30	Regular admissions with some provisional admissions
Summit Collegiate Studies Center Center for Occupational Ed. in conjunction with Touro College School of General Studies (Program is based in Jerusalem, Israel.) Contact Meyer Stiskin, 71-11 112 Street Forest Hills, NY 11375 (212) 268-6080	$2,600 semester preparatory postsecondary program)	18	Admission is based on psycho-education evaluation and assessment
Unity College Learning Resource Center Quaker Hill Road Unity, MA 04988 James Horan, Director (207) 948-3131	$7,040 residential	25	Special admissions

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POSTSECONDARY NIGHT EXHIBITORS—1993
Services for Learning Disabled Students
(continued)

Institution and Contact Person	Tuition 1 yr. Full-time	# Identified L.D. Students	L.D. Admissions Policy
University of the District of Columbia Special Student Services 4200 Connecticut Ave, NW Building 38, Room 105 Washington, DC 20008 Henry Wilcox, Coorginator (202) 364-6037	$182 in-state $807 out-of-state	10	Open admissions
University of Georgia School of Education Division of Exceptional Students L.D. Adult Clinic Athens, GA 30602 Dr. Noel Gregg (404) 542-1686	Per quarter $318 in-state; $811 out-of-state	15	Regular admissions
University of Michigan Disabled Student Services 2211 Michigan Union Ann Arbor, MI 48109 James Kubalko, Director (313) 763-3000	$1,576 in-state; $5,748 out-of-state	3	Regular admissions
University of Nevada-Reno Special Programs Department TSSC-Room 107 Reno, NV 89557 Hazel Ralston, Counselor (702) 784-6901	$2,000 out-of-state	100	Regular admissions
University of Virginia Learning Needs and Evaluation Center Office of the Vice President for Student Affairs The Rotunda Charlottesville, VA 22903 E.C. Westhead, Ph.D. Director, LNEC (804) 924-3139 or 1003	$1,574 in-state $3,848 out-of-state	75+	Regular admissions
Westminster College Learning Disabilities Program Fulton, MO 65251 Henry F. Ottinger (314) 642-3361 x304	$4,350	32-40	Separate program admission
Yuba Community College Learning Disabilities Program 2088 North Beale Road Marysville, CA 95901 Helen David Shaw (916) 742-7351 x246	Per credit hour $29 in state $75 out-of-state;	150	Open admissions

Prepared by Rhona C. Hartman, Director, and Maxine T. Krukrich, Research Assistant, HEATH Resource Center, August 1993, update November 1994.

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